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ABSTRACT

One of seven guides developed to assist vocational-technical institutions in conducting a systemized approach to local evaluation, this consultative team evaluation guide provides a procedure for conducting a needs assessment by a team of experts from related business and industry. The project matrix included in this guide depicts the factors and indicators assessed by the consultative team evaluation and also includes the derivation of the sample instruments used in the assessment process. The guide is divided into four sections: (1) goals and objectives; (2) procedures for administration; (3) procedures for data analysis; and (4) model instruments and documents. (The sample documents and instruments included may be used as a basis for this type external assessment.) All seven guides are a part of an assessment model developed by project LEAP (Local Educational Assessment Program) and are designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. (BM)

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LOCAL EDUCATIONAL ASSESSMENT PROGRAM

GUIDE 2
CONSULTATIVE TEAM EVALUATION

A PROJECT DEVELOPED AT
ATHENS AREA VOCATIONAL TECHNICAL SCHOOL
AND FUNDED BY
THE STATE OF GEORGIA
DEPARTMENT OF EDUCATION

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INTRODUCTION

This guide is one of a series of seven that have been developed to assist vocational education institutions in conducting a systemized approach to local evaluation. This particular guide may be used independently or in conjunction with all or some of the other guides in the system.

The suggested material in this guide is designed to assist the local institution in organizing and delivering an evaluation program that produces institutional, program, and individual improvement in the educational process. Each institution is encouraged to modify or adapt this material in order to meet its individual needs. This guide contains four sections: (1) Goals and Objectives; (2) Procedures for Administration; (3) Procedures for Data Analysis; and (4) Model Instruments and Documents.

The first section, Goals and Objectives, defines potential outcomes of this component of local evaluation. The second section, Procedures for Administration, provides a suggested step-by-step sequencing of tasks leading to the accomplishment of the objectives. The third section, Procedures for Data Analysis, presents a suggested method for organizing the information gained into usable data. The fourth section, Model Instruments and Documents, contains copies of instruments and documents that were developed and field tested as part of this project. Implementation of this guide has many potential outcomes beyond those given. Institutions may utilize data generated for other outcomes such as decision making and comprehensive planning.

OVERVIEW--CONSULTATIVE TEAM EVALUATION

The "Consultative Team Evaluation" guide for Project LEAP provides for evaluation of occupational programs by external persons in the occupational field.

The guide is divided into three activity phases: Previsit, Visit, and Post Visit. Detailed guidelines are given for total implementation of each phase. Samples of documents and instruments used in gathering the evaluative data are included.

I. Goal and Objectives

A. GOAL

To have the local occupational programs evaluated by external persons who have expertise in the occupational field.

B. OBJECTIVES

The objectives of the Consultative Team Evaluation will be to:

1. Provide data for valid program development. activities.
2. Identify needed curriculum improvements.
3. Identify needed changes or modifications in physical facilities.
4. Identify instructional equipment needs.
5. Identify needs in learning resources.
6. Provide data relative to decisions in expenditure of funds.
7. Involve community resources, such as business and industrial employers and workers in the planning and operation of the occupational program standards.
8. Compare business and industrial standards with institutional and occupational program standards.
9. Inform, involve, and utilize expertise of representatives from related business and industry.
10. Inform business and industry about the institution and the occupational program.
11. Improve job placement opportunities for students.
12. Identify future occupational trends.
13. Identify any existence of sex bias.
14. Identify unmet needs of disadvantaged and handicapped students.

II. PROCEDURES FOR ADMINISTRATION

A. SELECTING THE INSTITUTIONAL REPRESENTATIVE

Prior to the commencement of any evaluation activities, the institution should designate an Institutional Representative to be in charge of administration of this component. It is recommended that the institutional Representative be an administrator or supervisor, be familiar with and engaged in the day-to-day operation of the occupational programs and services, and be able to devote appropriate amounts of time to these responsibilities.

B. DETERMINING THE COMPOSITION OF THE TEAM

To assure that the institution's instructional program is current and in keeping with the occupational needs of the community, representatives from local business and industry are invited to participate in a Consultative Team Evaluation for each occupational program. Local representatives who serve on a team should meet one or more of the following criteria:

--Be familiar with the philosophy, principles, and concepts of vocational education, or

--Be currently employed in the occupational area, or

--Be serving as an advisory member at the local level, or

--Be knowledgeable of the requirements of the occupations for which training is being offered.

The following two groups of individuals are proposed as possibilities for inclusion on an evaluation team:

1. Required Representation

   a. Specialists or experts presently working in the occupational field

   b. Employers of Graduates

   c. Former Students or Graduates employed in the occupational field.

2. Recommended, but not required, representation

   a. Education and Training Professionals

   b. Interested Citizens not covered by other categories

   c. Members of Governing Board, General Advisory Boards, and Craft Advisory Boards

   d. Members of the local chamber of commerce

The number of team members will be determined by the scope and focus of the evaluation. The institutional representative in conjunction with the instructional coordinator of the program being evaluated should make a judgement as to the size of the team necessary in order to accomplish the objectives of the study. Some considerations on the size of a team are number of faculty, number of students, and the amount of time to be devoted to the actual visit.

It is recommended that a new slate of team members be selected each time the institution undergoes a Consultative Team Evaluation. This would avoid undue imposition upon the time and talents of any person and get new input each time from different team members.

C. DETERMINING THE SCOPE OF THE EVALUATION

The scope of the Consultative Team Evaluation will vary with different institutions. Some considerations when determining scope are (1) to keep the range of activities within limits of what the team could be expected to study, observe, and evaluate in the allotted time and (2) to ask the team only to study, observe, and evaluate areas in which the members would have expertise.

The developing institution found the following areas sufficient for and within the scope of the Consultative Team Evaluation:

1. Physical Facilities: To include such factors as space adequacy, organization, light, heat, ventilation, noise level and safety considerations.

2. Instructional Program: To include course content selection, course sequencing, course emphasis, organization, relevancy, and departmental orientation programs.

3. Equipment: To include such factors as appropriateness, quantity, and operational condition of the instructional equipment within the respective program.

4. Supplies: To include quality, quantity, and availability of supplies essential for effective instruction.

5. Instructional Materials: To include handouts, audio-visuals, reference materials, and other materials needed for effective instruction.

6. Upgrade Training: To include the need for addition, deletion, or change of short-term upgrade courses currently offered by the institution, either through on-campus or extention services.

7. Sex bias and Racial Bias: To identify any existence of sex and/or racial bias in the program.

8. Disadvantaged and Handicapped: To identify any unmet needs of disadvantaged and handicapped students.

D. PREVISIT PREPARATION

The following duties are the responsibilities of and should be conducted by the persons indicated below:

1. Institutional Representative's Previsit Responsibilities

   a. Helps familiarize those involved in the evaluation process with the procedures and concepts of the evaluation and works toward a commitment from them.

   b. Emphasizes to those involved in the evaluation process that the team members are giving their time and expertise to help the institution and should be treated in a cordial and cooperative manner.

c. Familiarizes himself/herself with the various manuals, forms, instruments, etc., and is available for any explanation to those who will be using these materials.

d. Reviews with Instructional Coordinator and other local personnel the instruments and documents and makes changes or modifications based upon specific local needs

e. Works with appropriate institutional personnel in arranging the date for the team visit.

f. Mails to each team member a packet of materials which includes a:

(1) confirmation letter (Sample Document 1) with:

--reporting time, date and destination
--schedule
--parking provisions
--invitation to lunch, if appropriate

(2) list of duties for the team members (sample Document 2)

(3) sample copy of the Consultative Team Evaluation Report he/she will be asked to complete (Sample Document 3)

(4) curriculum outline

(5) list of short-term courses taught on an annual basis related to the occupational program.

2. Instructor's Previsit Responsibilities

a. Submit to the instructional coordinator a list of prospective team members. The team members should have expertise in the occupational area so that their review, assessment and recommendations will be meaningful to the program. For specific recommendations on team members, refer to "Determinining the Composition of the Team" page 5 of this guide.

b. Transmit to the Institutional Representative a copy of the curriculum outline to be sent to each team member prior to the visit.

c. Inform students in a positive manner of the schedule, date, and purpose for the Consultative Team Evaluation.

d. Alert students to the possibility of an interview.

e. Arrange meaningful learning experiences that may be carried on by students while he/she may be with the Consultative Team.

3. Instructional Coordinator's Previsit Responsibilities

a. Receives suggested list of team members from instructors. Contacts prospective team members (preferably by telephone or in person) and requests their participation on the Consultative Team Evaluation.

b. Verifies that required representation is included on the confirmed Consultative Evaluation Team.

c. Transmits the names, addresses, and business affiliations of those accepting to serve as team members to the Institutional Representative.

4. Consultative Team's Previsit Responsibilities

a. Studies the curriculum outline of the program to be evaluated.

b. Compares the curriculum being taught with needs of business and industry.

c. Examines the Consultative Team Evaluation forms which will be used as a guide during the actual team visit.

E. TEAM VISIT

The amount of time designated for the visit will vary depending upon the size of the program being evaluated. In the field testing of this model, a three- or four-hour block of time proved adequate in most instances.

After the Team's observation and study, each team member is asked to meet with the Institutional Representative at a designated time. If by this time the team members have finished their observations and interviews, they may complete their Consultative Team Evaluation Reports (Sample Document 3).

If the team members desire more time in the program area, they may return for more observation and study. This schedule will vary according to the schedule of the team members. The following activities should be the responsibilities of and conducted by the persons indicated:

1. Institutional Representative's Visit Responsibilities

   a. Meets with the team members for a brief orientation prior to entering the program area:

      (1) Serves refreshments during a brief "ice-breaker" social, if appropriate.

      (2) Supplies team members with appropriate materials (paper, pen, name tags, report forms, etc).

      (3) Familiarizes the team members with the schedule and procedures for the visitation and reviews the evaluation forms the team members will be completing.

      (4) encourages all team members to stay for their contribution to the summary report that is compiled by the Institutional Representative from individual reports.

      (5) Asks the team members to interview all instructors and random students during the course of the visit.

   b. Introduces all instructors and the team members before the team begins its observations and interviews

   c Gives a brief tour of the departmental facilities to the team members

   d. Monitors the progress of the Evaluation Team to determine that activities are proceeding as planned and is available for further instructions and help

   e. Chairs the Summary Conference with the team as defined under Data Analysis

   f. Works with team members who have extenuating circumstances concerning the visitation time and/or schedule

2. Instructors' Visit Responsibilities

a. Be prepared to show additional curriculum materials--course objectives, lesson plans, audio-visual instructional materials, reference and resource materials, supplies, and instructional handouts.

b. Be prepared to answer questions concerning any aspect of the program--curriculum, equipment, physical facilities and learning resources.

3. Consultative Team's Visit Responsibilities

a. Meets with the Institutional Representative in charge of evaluation for orientation prior to entering the program area

b. Examine the program curriculum and objectives to determine that they are consistent with occupational needs.

c. Examine teaching materials, supplies and equipment presently being used in the program.

d. Make an effort to contact all faculty personnel and as many students as possible.

e. Records comments and observations on the Consultative Team Evaluation Form that has been provided.

f. Meet with the Institutional Representative for the Summary Conference to discuss the visit, review and assess their findings, clarify any ambiguous responses, make recommendations, and submit individual reports.

F. POST VISIT

The following post-visit duties are the responsibility of the Institutional Representative:

1. Promptly sends a thank-you letter (signed by the director of the institution) to each team member (Sample Document 4). The Institutional Representative may desire to solicit the aid of program staff in accomplishing this.

2. Prepares a written response to each team member indicating plans for and progress toward implementation of the team's recommendations (Sample Document 5).

III. Procedures for Data Analysis

The purpose of this section is to synthesize the data gathered through the team investigations into an understandable and usable format.

The following activities are the responsibilities of the Institutional Representative:

A. CHAIRS THE CONSULTATIVE TEAM EVALUATION SUMMARY CONFERENCE, SERVES AS A LIAISON PERSON, GATHERS ALL DATA AND REPORTS FROM TEAM MEMBERS, AND GETS CLARIFICATIONS AND INTERPRETATIONS WHERE NEEDED.

B. PREPARES A CONSULTATIVE TEAM EVALUATION SUMMARY REPORT (Sample Document 6) AFTER THE TEAM HAS LEFT THE PREMISES.

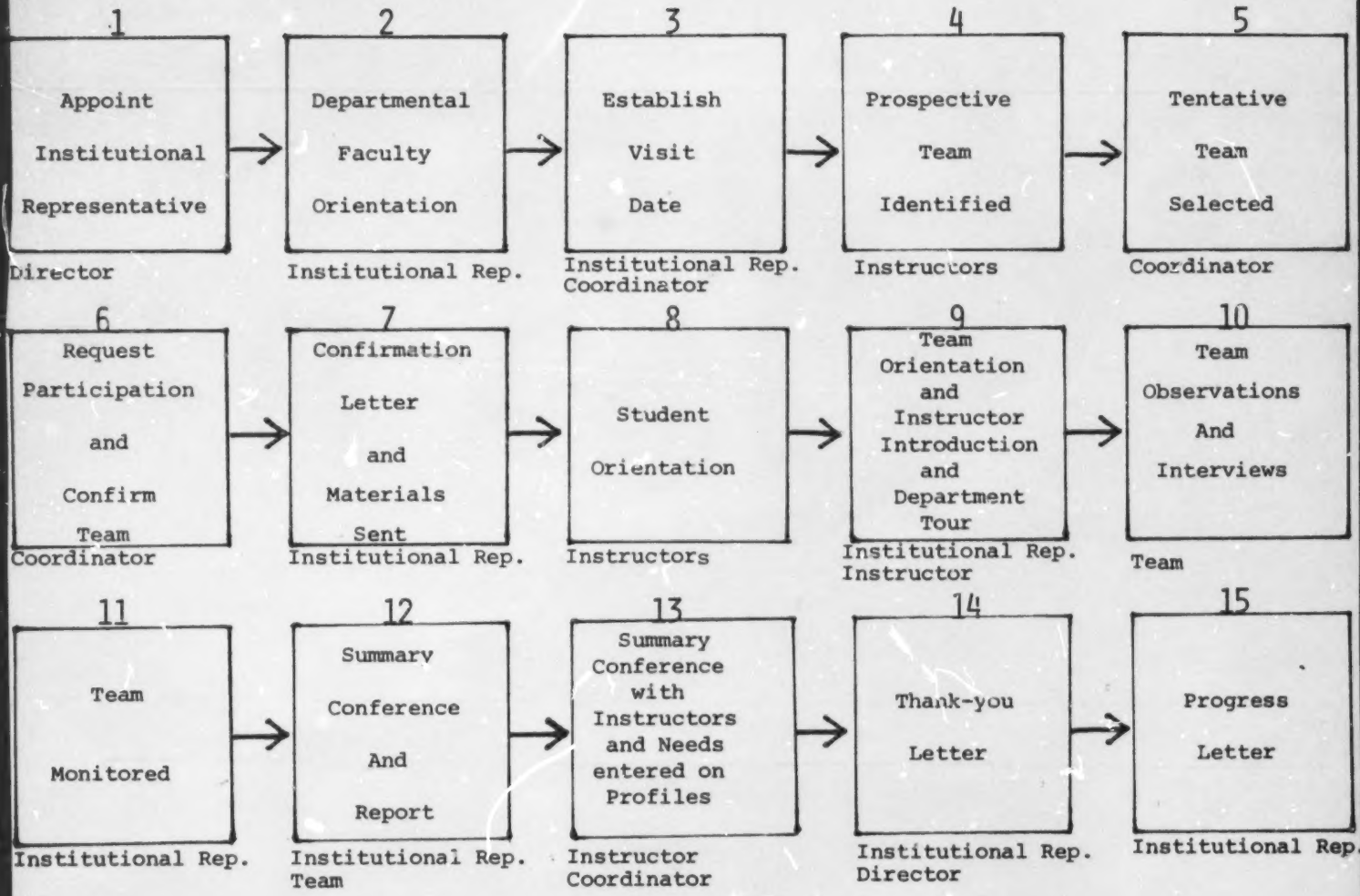
C. CONDUCTS AN INSTITUTIONAL SUMMARY CONFERENCE WITH ALL CONCERNED PERSONNEL, SUCH AS, DIRECTOR, COORDINATORS OF INSTRUCTION, COORDINATORS OF STUDENT PERSONNEL SERVICES, AND INSTRUCTORS.

D. REFERS THE ACCUMULATED DATA TO THE PERSON DESIGNATED TO COMPLETE THE "PROGRAM NEEDS PROFILES."

Data Utilization:

The primary purposes of this total evaluation model is (1) individual improvement, (2) program improvement, and (3) institutional improvement. In order for the data gained from the assessment process in this manual to be meaningful, it must be utilized. IT IS EXTREMELY IMPORTANT THAT ALL CONCERNED PARTIES BE INFORMED OF THE RESULTS AND THE IMPLICATIONS FOR IMPROVEMENT. IT IS RECOMMENDED THAT THE INTRODUCTORY MANUAL BE CONSULTED FOR THE MODEL THAT HAS BEEN DEVELOPED TO UTILIZE THIS DATA FOR THE ABOVE STATED PURPOSES.

Consultative Team Evaluation Flow Chart



Sample Documents And Instruments

	Document Number
Sample Confirmation Letter	1
Duties of A Team Member	2
Consultative Team Evaluation Report	3
Consultative Team Evaluation Summary Report	4
Sample Thank-You Letter	5
Sample Follow-up Letter and Progress Report	6

SAMPLE CONFIRMATION LETTER

Sample Document 1

Dear Mr. Smith:

Thank you for your positive response regarding the Consultative Team Evaluation of the _____ Program of this institution. Your services will contribute to the occupational preparation offered at this school.

Enclosed is a packet of information concerning the role and duties of a Consultative Team Evaluation Member and also a description of the program you will be helping to evaluate. Please review this information prior to the visit.

As previously discussed, the meeting is scheduled for *Tuesday, November 15, 1977* at *9:30 a.m.*. Your interest in vocational education by agreeing to serve as a team member is appreciated. Your participation and involvement in all activities is encouraged. It is especially important that each team member stay for the entire session and have his/her contributions included in the summary report.

If you have any questions after examining the materials, please telephone us at _____. We are looking forward to working with you.

Cordially,

John Doe
Institutional Representative

JD/ije

Enclosures

NOTE: *Parking provisions and reporting destination should be a part of this letter.*
If an invitation to lunch is given, it should be a part of this letter.

CONSULTATIVE TEAM EVALUATION

A program evaluation involves the visitation, observation, and analysis of an instructional program by a team of individuals with expertise in the area and with the purpose of providing suggestions for improvement.

DUTIES OF A TEAM MEMBER

PREVISIT DUTIES:

1. Study the curriculum outline of the program to be evaluated.
2. Compare the curriculum being taught with actual needs of business and industry.
3. Examine the Consultative Team Evaluation forms which will be used as a guide during the actual team visit.

CONSULTATIVE TEAM EVALUATION VISIT:

1. Meet with the Institutional Representative in charge of evaluation for orientation prior to entering the program area.
2. Examine the program curriculum and objectives to determine that they are consistent with occupational needs.
3. Examine teaching materials, supplies and equipment presently being used in the program.
4. Make an effort to contact all faculty personnel and as many students as possible.
5. Record comments and observations on the Consultative Team Evaluation Form that has been provided.
6. Meet with the Institutional Representative for the Summary Conference to discuss the visit, review and assess their findings, and make recommendations.
7. Submit individual Consultative Team Evaluation Reports (Sample Document 3) to the Institutional Representative and clarify any ambiguous statements or responses.

CONSULTATIVE TEAM EVALUATION REPORT

Program: _____ Date: _____

Team Member: _____

Business Affiliation: _____

The Consultative Team Evaluation members examine and make recommendations in the following areas:

1. Physical Facilities
2. Instructional Program
3. Equipment
4. Supplies
5. Instructional Materials
6. Upgrade Training

Each Consultative Team Member should visit the area of the program being evaluated, observe the physical facilities, equipment, supplies, etc., interview all instructors and random students, examine program goals and objectives, handouts, etc., and ask for any needed interpretations and clarifications.

While in the program area, the team member should record responses and observations on the Consultative Team Evaluation Report. The recommendations may be written then or during the Summary Conference session.

1. Physical Facilities-- To have effective instruction, the physical facilities must meet the needs of the program and students. Please rate the following:

Evaluation Scale:

3 points Excellent - Needs no improvement
2 points Adequate - Needs slight improvement
1 point Inadequate - Needs definite improvement
0 points Not Applicable - Does not apply

(CHECK APPROPRIATE RESPONSE)

	3 points	2 points	1 point	0 points
a. The size of the classroom(s)				
b. The size of the laboratory area(s)				
c. The lighting in the classroom(s)				
d. The lighting in the laboratory area(s)				
e. Gas supply, if needed for instructional operation				
f. Water supply, if needed for instructional operation				
g. Electrical service available				
h. The noise level of the department				
i. Safety conditions in the classroom(s)				
j. Safety conditions in the laboratory area(s)				
k. Housekeeping--neatness and organization				
l. Proper storage facilities				
m. Walking/working space available for free and unobstructed movement in the area(s)				

Comments: (PLEASE IDENTIFY CLASSROOM BY GIVING ROOM NUMBER.)

EXAMPLE: Room 107 needs five additional electrical outlets.

2. Instructional Program

(a) Are program goals and objectives clearly stated? If no, identify those needing change.

YES_____

NO_____

(b) Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes.

YES_____

NO_____

(c) Are program goals and objectives consistent with occupational ~~standards~~? If no, identify those needing change.

YES_____

NO_____

(d) Are program goals and objectives in printed form? Comments:

YES_____

NO_____

(e) Are student learning experiences consistent with occupational practices and standards? If no, identify those needing change.

YES_____

NO_____

(f) Are the occupational techniques being taught consistent with occupational practices and standards? If no, identify those needing change. _____ YES_____

_____ NO_____

_____

_____

_____

(g) Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications. _____ YES_____

_____ NO_____

_____

_____

_____

3. Equipment

(a) Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date. _____ YES_____

_____

_____ NO_____

_____

_____

(b) Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use. _____ YES_____

_____ NO_____

_____

_____

(c) Is the equipment in this program in proper operating condition? If no, identify that which needs repair. YES_____

_____

_____ NO_____

_____

_____

(d) Is an adequate preventive-maintenance plan used with the equipment in this program. If no, suggest ways for improvement. _____ YES_____

_____ NO_____

_____

_____

(e) Is all the equipment in this program safe for student use? If no, identify unsafe equipment. YES_____

_____ NO_____

_____

_____

_____

(f) Based on your observation, are students practicing proper safety procedures? If no, identify improper safety procedures. _____ YES_____

_____ NO_____

_____

_____

(g) Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed. _____ YES_____

_____

_____ NO_____

_____

4. Supplies

(a) Are currently needed supplies on hand or readily accessible? If no, identify those needed. _____

_____ YES_____

_____

NO_____

_____

(b) Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained. _____ YES_____

_____

_____ NO_____

_____

(c) Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting. _____ YES_____

_____ NO_____

_____

_____

(d) Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement. _____ YES_____

_____ NO_____

_____

_____

5. Instructional Materials

(a) Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available? If no, identify those needed. _____ YES_____

_____ NO_____

_____

_____

(b) Are the printed materials up to date? If no, identify those that are outdated. _____ YES_____

_____ NO_____

_____

_____

(c) Is there a sufficient quantity of audio-visual instructional materials available? If no, identify those needed. _____ YES_____

_____ NO_____

_____

_____

(d) Are the audio-visuals up to date? If no, identify those that need updating. _____ YES_____

_____ NO_____

_____

_____

(e) Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed. _____ YES_____

_____ NO_____

_____

_____

(f) Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race. _____

YES_____

NO_____

_____

_____

_____

6. Upgrade Training

Are the short-term courses which are being offered in this program consistent with the needs of persons currently working in the field? If no, identify courses which should be added or deleted. (Refer to list sent in packet.)

YES_____

_____

NO_____

_____

_____

_____

_____

CONSULTATIVE TEAM EVALUATION SUMMARY REPORT

Program: _____ Date: _____

Team Members:

Name	Business Affiliation

Instructions for completing the Summary Report

In completing the Evaluation Team Summary Report, the Institutional Representative will:

1. Tally responses in each section.

2. Enter the total number of "Yes" and "No" responses in the appropriate blanks for all sections after Physical Facilities.

3. Summarize Commendations for items that are done well and Recommendations for the items needing improvement and enter in appropriate spaces.

1. Physical Facilities--To have effective instruction, the physical facilities must meet the needs of the program and students. Please rate the following:

Evaluation Scale

3 points Excellent - Needs no improvement
2 points Adequate - Needs slight improvement
1 point Inadequate - Needs definite improvement
0 points Not Applicable - Does not apply

		TEAM AVERAGE RESPONSE
a.	The size of the classroom(s)	
b.	The size of the laboratory area(s)	
c.	The lighting in the classroom(s)	
d.	The lighting in the laboratory area(s)	
e.	Gas supply, if needed for instructional operation	
f.	Water supply, if needed for instructional operation	
g.	Electrical Service available	
h.	The noise level of the department	
i.	Safety conditions in the classroom(s)	
j.	Safety conditions in the laboratory area(s)	
k.	Housekeeping--neatness and organization	
l.	Proper storage facilities	
m.	Walking/working space available for free and unobstructed movement in the area(s)	

Summarized Commendations: _____

_____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

_____

_____

Enter total number of "Yes" and "No" Responses

2. Instructional Program

(a) Are program goals and objectives clearly stated? If no, identify those needing change.

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

YES_____

NO_____

(b) Are provisions made to eliminate sex or racial bias in this program? If no, identify needed changes.

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

YES_____

NO_____

(c) Are program goals and objectives consistent with occupational standards? If no, identify those needing change.

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

YES_____

NO_____

(d) Are program goals and objectives in printed form?

Comments: _____

_____

_____

_____

_____

YES_____

NO_____

(e) Are learning experiences consistent with occupational practices and standards? If no, identify those needing change. YES_____ NO_____

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(f) Are techniques being taught consistent with those used in occupational practices? If no, identify those needing change. YES_____ NO_____

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(g) Are provisions made within the program to work with special needs such as disadvantaged and handicapped students? If no, identify needed modifications. YES_____ NO_____

Summarized Commendations: _____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

3. Equipment

(a) Is the equipment in this program modern and current according to the standards of business and industry? If no, identify that which is out of date.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(b) Is sufficient equipment available for student use? If no, identify specific equipment where additional quantities are needed for student use.

YES_____

Summarized Commendations: _____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(c) Is the equipment in this program in proper operating condition? If no, identify that which needs repair.

Summarized Commendations: _____ YES_____

_____

_____ NO_____

_____

Summarized Recommendations: _____

_____

_____

_____

(d) Is an adequate preventive-maintenance plan used with the equipment in this program. If no, suggest ways for improvement.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

Summarized Recommendations: _____

_____

_____

_____

(e) Is all the equipment in this program safe for student use? If no, identify unsafe equipment.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(f) Based on your observation, are students practicing proper safety procedures? If no, identify improper safety procedures.

YES_____

Summarized Commendations: _____ NO_____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(g) Is equipment available sufficient to meet new and emerging trends in business and industry? If no, identify new equipment needed.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

4. Supplies

(a) Are currently needed supplies on hand or readily accessible? If no, identify those needed.

Summarized Commendations:_____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(b) Are supplies in sufficient quantity to meet student needs? If no, identify supplies where greater quantity needs to be maintained.

Summarized Commendations:_____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(c) Is the quality of supplies consistent with those used in the occupational setting? If no, identify supplies where the quality is not consistent with those used in the occupational setting.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(d) Are supplies efficiently expended so as to minimize waste? If no, please give suggestions for improvement:

Summarized Commendations: _____ YES_____

_____ NO_____

_____

Summarized Recommendations:_____

_____

_____

_____

5. Instructional Materials

(a) Is there sufficient quantity of printed instructional materials (such as supplemental reading lists, related practice exercises, handouts, etc.) available? If no, identify those needed.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(b) Are the printed materials up to date? If no, identify those that are outdated.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(c) Is there a sufficient quantity of audio-visual instructional materials available? If no, identify those needed.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(d) Are the audio visuals up to date? If no, identify those that need updating.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

Summarized Recommendations: _____

_____

_____

_____

(e) Is there sufficient quantity of reference materials available for student use? If no, identify those that are needed.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

(f) Is sex or racial bias eliminated in the instructional materials used in this program? If no, identify specific materials that are slanted toward a particular sex or race.

Summarized Commendations: _____ YES_____

_____ NO_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

6. Upgrade Training

Are the short-term courses which are being offered in this program consistent with the needs of persons currently working in the field? If no, identify courses which should be added or deleted. YES_____

Summarized Commendations: _____ NO_____

_____

_____

_____

Summarized Recommendations: _____

_____

_____

_____

S A M P L E T H A N K - Y O U L E T T E R

Dear Mr. Smith:

Your contribution to the evaluation of the (name of program) Program at (name of institution) is greatly appreciated. The giving of your time and talent to this endeavor will be beneficial to both you and this institution by strengthening the school and, as a result, the community.

You will be advised of the plans for progress toward implementation of the team recommendations. Only through constant review can an institution continue to grow. Growth was the purpose of this evaluation. You have a right to be proud of your part in this.

Thank you for your help!

Cordially,

John Doe
Institutional Director

JD/ije

SAMPLE FOLLOW-UP LETTER AND PROGRESS REPORT

Dear Mr. Smith:

Much has happened since the visitation for evaluation of the _(name of program)_ program at _(name of institution)_ on _(Wednesday, November 9, 1977)_ was made. The progress toward implementation of the team's recommendations is outlined on the attached form.

The team was a vital part of this growth picture, and your contribution is greatly appreciated. If you would like to discuss the implementation of the team's recommendations, please telephone us at _____. We should appreciate hearing from you concerning this.

Please feel free to visit the school whenever you have an opportunity. Your suggestions are always welcome. We will keep you informed of future progress toward the implementation of the team's recommendations.

Cordially,

Jane Doe
Institutional Representative

JD/ije

PROGRESS REPORT

Recommendations: EXAMPLE The addition of a course on Human Relations

Response: EXAMPLE This course was included in the curriculum fall quarter 1977.

Recommendations: EXAMPLE The addition of a memory tyepwriter

Response: EXAMPLE Funds have not been available. The instructors are working on preparing a proposal requesting that money be allocated.

Recommendations:

Response:

Recommendations:

Response:

Recommendations:

Response:

(More space available as needed)